DOCUMENT RESUME

ED 041 394   EA 002 954

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TITLE   Organizational Influence on Value Systems.
PUB DATE   4 Mar 70
NOTE   18p.; Paper presented at American Educational
                Research Association Annual Meeting, (Minneapolis,
                Minnesota, March 2-6, 1970)

EDRS PRICE   EDRS Price MF-$0.25 HC-$1.00
DESCRIPTORS   Attitudes, *Elementary School Supervisors,
                *Elementary School Teachers, *Organization,
                Organizational Climate, Perception, *Public Schools,
                Social Relations, Status, *Values

ABSTRACT

        This paper examines the relationship between
organizational climate and the values held by teaching staffs and
administrators. To test a number of hypotheses bearing on this
relationship, a sample population of 707 teachers and administrators
was drawn from a random selection of public elementary schools in
metropolitan Vancouver. The position is developed that organizations
do in fact influence individual value systems although the influence
is bifid and interactional. The empirical research suggests a theory
of "organizational value" which can be outlined in brief. The
exploration of the values/organization relationship is especially
pertinent to education considered as a value-propagating institution.
(Author/MLF)

Organizational Influence on Value Systems

Paper presented at the American Educational Research
Association Annual Meeting, Minneapolis, March 1970

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Abstract

This paper examines the relationship between organizational
climate as operationally defined by A. W. Halpin and the values
held by teaching staffs and administrators. Values are measured
empirically on the instrument developed by W. A. Scott, author
of Values and Organizations. The purpose is to explore the ways
in which values, through the mediating factor of perception,
are related to organizational climate and to test a number of
hypotheses and questions bearing on this relationship: e.g.
Do values change as a result of promotion in the hierarchy?

The position is developed that organizations do in fact
influence individual value systems although the influence is
bifid and interactional. The empirical research suggests a
theory of "organizational value" which can be outlined in
brief.

The validity of the OCDQ instrument is challenged. This
instrument is still being employed in a variety of research
projects and its use may be inadvisable. The exploration of
the values/organization relationship is especially pertinent
to education considered as a value propagating institution.

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The title of this paper could as well be written in
the converse form: "The Influence of Value Systems on Org-
anizations" since the reported study is concerned with
the interaction between two foci, values and organizations.
However, it is values which are most central to the relation-
ship explored. The study of values is complicated by problems
of both a conceptual and empirical nature. General theory
of value is lacking in consensus and for the purposes of
this research value was defined as a conception of the
desirable. The definition follows Kluckhohn (1962) and
Scott (1965) and has the merit of making the concept amenable
to empirical investigation through the instrument developed
by Scott (1965 b). It should be noted that values are to
be distinguished from attitudes which are taken as the overt
indicants of value. Attitudes, in turn, can·be defined as
predispositions to act towards referents in a consistent
manner. (Lambert,1964)

The notion of value can be linked to behaviour generally
and to organizational behaviour specifically through the
phenomenon of perception. It was postulated by Halpin and
Croft (1965) that the "climate" of an organization can
be objectified and measured as some form of aggregate or
configuration of the social interaction perceptions of the
members of the organization. The present study is concerned
then with tracing the relationships which exist between
individual values and social perceptions within organizations.

Certain questions emerge directly, e.g., Are one's values
affected or determined by one's organizational status?
How do values mediate (affect or are affected by) the social
psychology of an organization? What relationship exists between
the dimensions of organizational climate and the personal
values of the leadership and the followership within organ-
izations?

The hypotheses formally derived from the analysis of
the concepts of value, attitude, and social perception used
in this study can be summarily stated as follows:

1. The hierarchical levels of an organization are
reflected in differences of values and value orientations
for the role incumbents. That is, values vary with status.

2. Staff value orientations are significantly correlated
with social interaction perceptions.

3. Staff and leader values and value orientations are
related to the concept of authenticity as expounded by
A. W. Halpin (1966, pp.203-4). Halpin was of the opinion
that the two dimensions of Thrust and Esprit, as measured
on his OCDQ instrument, represented the best indices of
authenticity. He was, however, vague as to the precise
nature of the term.

4. Inner-direction and Other-direction (in the sense
explicated by David Riesman, 1950) are directly or inversely
related to the "openness" of organizational climate.

5. A biographical hypothesis: Age, sex and length
of service in the organization are predictive of value
orientation.

A further hypothesis was investigated with regard to

the relationship between organizational climate and value-consonance and between organizational climate and value-congruence. The concepts of congruence and congruence were developed by Lupini (1965). Congruence refers to similarity between the values of leadership and followership. High congruence would imply near identity of values on the part of a group and its leader. Consonance refers to similarity or homogeneity of values within a group. This can be operationally defined in terms of statistical variance; the higher the variance the less the consonance, and conversely. Lupini had found significant relationships among these variables in his study.

The instruments used to measure perceptions and values in this study were, respectively, modified versions of the Halpin Organizational Climate Description Questionnaire (1965) and the value scales developed by Wm. A. Scott of Colorado (1965). The Halpin instrument yields a measure of 8 dimensions of social perception on the part of members of an education organization. Four of these measures have to do with interstaff perceptions (Intimacy, Disengagement, Esprit, Hindrance) and four have to do with staff perceptions of the administration of the organization (Thrust, Consideration, Aloofness, Production Emphasis). The history, validation and reliability of this instrument are described in Halpin's Theory and Research in Administration (1966).

The value instrument developed by Scott yields measures on 12 values: Intellectualism, Kindness, Social Skills,

Loyalty, Academic Achievement, Physical Development, Status, Honesty, Religiousness, Self-Control, Creativity, Independence.

The population sampled for the testing of the hypotheses consisted of a random sample of 40 public elementary schools from the seven school districts comprising the Greater Vancouver metropolitan area. All respondents were teachers or administrators in the schools studied (N=707).

Results

Values and Hierarchical Status: No statistically significant differences were found between principals and vice-principals on any of the value scales. When principals and vice-principals were taken together, however, as administrators, and compared against teachers significant differences at the .01 level were found on the values of Creativity, Independence, and Physical Development; and at the .05 level on the value of Kindness. All of these values were held more strongly by teachers. The value of Status was in fact the only value held more strongly by administrators than by teachers. These findings lend support to the hypothesis that value orientations change with changes of rank in the organizational hierarchy.

Values and Perceptions: The hypothesis of statistically significant correlation between social perceptions and value orientation was supported throughout with the single exception of the relationship between the climate variables of Hindrance and the value variable of Physical Development. Table 1 presents the correlational findings in summary.

TABLE I

Significant Correlations: Teacher and Administrator Values
By Climate Dimensions - Individual as Unit of Analysis (N>500)

	Intimacy	Disengagement	Esprit	Hindrance	Thrust	Consideration	Aloofness	Production Emphasis
Intellectualism	†††***							
Kindness	†††***	† **	†††***		†††***	†††***	† *	
Social Skills	†††***		†††***		†††***		† **	
Loyalty	†††***	†† **	†††***		†††***	†††***		†††***
Academic Achievement			*					
Physical Development								
Status			†† **		†			*
Honesty							†† **	
Religiousness		†† *	†††***		†††***	†††***		†††***
Self-Control			†† **		†††***	†† **		†† **
Creativity	†							
Independence		†† **	†††***		†† **			

*P<.05
**P<.01
***P<.001

Teachers

†P<.05
††P<.01
†††P<.001

Administrators

Negative Correlations Underlined

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Values and Authenticity: On the other hand, no clear
relationship appeared between the climate dimensions characterized
by Halpin as being relevant to his concept of authenticity
(Thrust, Esprit, Hindrance, Disengagement) and the several
values measured.

Values and Inner/Other-Direction: The values measured by
the Scott instrument showed correlational clusters which,
on a logical prima facie basis, could be identified with
Riesman's literary description of inner-directedness and
other-directedness. The inner-directed cluster consisted
of intellectualism, independence and creativity while the
other-directed cluster consisted of status, social skills,
self-control, kindness, loyalty, physical development and
religiousness.

The hypothesis of a relationship between these measures
of inner-direction and other-direction and the openness or
closedness of organizational climate (an hypothesis based
on Halpin's descriptive vignettes of the six types of climate)
was not supported. Accordingly, the Riesman concepts, to
the extent that they may be conceptualized and measured
in the manner described, do not appear to be relevant for
the study of organizational climate.

Values and Biographies: Multiple regression and partial
correlation analysis of the data gave some support for the
biographical hypothesis. Age, sex, and teaching experience
were partially predictive of value orientation for teachers

but not significantly so for administrators. A *maximum*
of 14% of the variation in specific values could be
attributed to the biographical variables.

Propositions

The data collected were sufficiently numerous to allow
the testing of a number of explorative propositions. These
were divided between the two categories of administrators
and teachers and those propositions which were strongly
supported (p<.005, one-tailed test) can be summarized as
follows:

1. <u>Administrators</u>: The value of Social Skills proved
to be directly related to Intimacy and inversely related
to Aloofness.

2. <u>Teachers</u>: The values of Social Skills and Kindness
proved to be, at a statistically significant level, directly
related to Intimacy and Esprit, and likewise:
The value of Loyalty is directly related to Esprit;
The value of Self-Control is directly related to Thrust.

These findings broadly imply that the individual who
values social skills will tend, in turn, to be <u>perceived</u> as
socially skilled. The finding with regard to Thrust and
Self-Control is more difficult to interpret but might imply
that where teachers hold a value (Self-Control) which is
logically or psychologically related to discipline and
productivity (Thrust) then they tend to have a "set" for

for perceiving the administration as productive. In short,
one's values shape one's perceptive attitude in the direction
of one's value-orientation. One sees what one tends to
favour.

Halpin's Climate Concept:

A fortuitous and unforeseen but nonetheless substantive
discovery occurred in the analysis of data phase as a result
of close examination of the statistical procedures used
by Halpin in deriving the higher order climate scoring pattern
from the eight climate dimensions[1]. Attention was first drawn
to possible error by Halpin's statement with regard to the
construction and standardization of the school profiles:
"These standardized scores now told us two things. For
example, that a score above 50 on a particular subtest
indicated, first, that the given school socred above the
mean of the sample on that subtest, and second, that the
score on that subtest was above the mean of the school's
other subtest scores. ..."(Halpin,1966 p.168). Such a statement
is logically untenable since it is possible to show by
developing simple raw score matrices patterns in which
the above could not obtain (e.g. by giving a matrix cell

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[1]
These procedures are not normally subject to investigation.
Most researchers have simply used the Halpin and Croft
scoring program for the OCDQ which embodies within it the
methodological assumptions. In the present research the
possibility was considered of deriving from first principles
a new climate scoring pattern.

a score simultaneously greater than the columns mean and
less than the rows mean). Again, Halpin's explanation of
the derivation of the climate profiles contains the following
passage:

> "By standardizing the raw scores both
> normatively and ipsatively we had approximated
> a double-centered matrix.* This double
> standardization technique allows us to
> examine the relationship between the scores
> on the subtests, with the differences among
> the means of the subtest scores for each
> school in the sample held statistically
> constant. In short, the interschool variance
> and the intraschool variance are not
> confounded. (Halpin, p.168)

However, it can be shown (and was subjected to test in this
study) that it is irrelevant whether the factor analysis
is conducted from raw or from singly or doubly standardized
data. In view of these doubts it seems reasonable to rely
upon the climate subtests as measures of social perception
simpliciter rather than upon their configuration into some
form of objective climate meta-concept. On the other hand,
it may be alloweed that some configuration of the climate
dimension subtest scores is in some way indicative of the
admittedly difficult concept of social psychological climate.
A way which is presently inadequately understood.

The Lupini Study:

The present empirical findings may be compared with
those of a previous study by Lupini (1965). That study

showed some statistically significant negative relationships between climate dimensions and value congruence. Such a finding was not confirmed in the present sample and indeed neither congruence nor consonance approached levels of significant relationship with the climate factors. On the other hand Lupini is confirmed in that significant relationships were found between individual's values and the climate dimensions.

An implication which may be drawn, and which also appeared in the Lupini study, is that the values of principals are not directly of influence upon the psychological climate of a school. Rather it would seem that this climate is a function of teachers' values and the perceived quality of leader behaviour on the part of the principal is dependent upon the patterning of the staff values, the principal's divergencies from this pattern not being of strong consequence.[2]

Conclusions and Implications

The essential conclusions of this study can be summarized as follows:

1. Values and social perceptions are clearly related. (See 4.-7. below).

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[2]Lupini's _caveat_ that over 50% of his sample principals were in their present schools for less than 18 months is not applicable to the present study where average years in schools for administrators was 3.9 or 47 months --- long enough, one would assume, to effect any influence.

2. There is some evidence to support the hypothesis
that the values of an individual change with progression
through the ranks of an organizational hierarchy. The <u>direction</u>
of association is unclear because it is not possible, on
the evidence, to suppose, say, that the shift in values
occurs <u>because</u> <u>of</u> promotion. The shift <u>may</u> logically be as
well explained on the grounds of a "propensity to shift"
or "flexibility of orientation" peculiar to the possessors
of hierarchical ambitions. This calls for further research.

3. No support is given, on the evidence, to the notions
of a relationship, causal or associative, between value
orientations as measured and the operationalized concept
of authenticity suggested by Halpin; nor between the Halpin
dimensions of organizational climate and "inner-directed"
or "other-directed" value clusters; nor between the perception
dimensions and the congruence or consonance of values between
administrators and teachers.

4. The value of <u>Kindness</u> discriminates between the role
of teachers and administrators and between younger and older
teachers; young female teachers being the most concerned
about this value.

5. The older and more experienced the teacher the more
important will the value of <u>Loyalty</u> tend to be. Some evidence
indicated that newly appointed administrators stressed this
value but that it declined in importance with length of

service. That is to say, the longer administrators are in
a particular school the less, ceteris parabus, they value
loyalty. This could be interpreted as supporting the notion
that psychological security tends to increase with length
of time on the job or performance in a role.

6. The value of Academic Achievement (i.e. holding
academic excellence as desirable) did not appear to be
especially discriminative in the sample of schools studied.
Other values, e.g. Religiousness and Physical Development
appeared to be of greater significance for the organization.

7. The values of Creativity and Independence discriminate
between organizational roles with administrators and older
teachers valuing these qualities less strongly.

The implications of this area of research for education
generally depend on the connection between the learning
experience in school and the climate ("tone", "mood", "set"
etc.) as it impresses itself upon the learner. This connection
remains to be clarified but if it exists then school staff
values may have critical import for the learning accomplishments
of individuals in the school context. Of more direct concern
may be the fact that values themselves are being learned
and presumably the pattern models presented by adults in
the school context are those of teachers and administrators.
Clear understanding of the respective impress of these groups,
however, and the school as a whole, is dependent on clarification
of the respective tendencies to value orientation of the

several roles --- pupil, teacher, administrator. Thus,
the finding of differences between administrators and teachers,
plus intuitive expectation, would lead one to hypothesize
further differences when pupils are considered as a role
in the organization. Further research is, of course, implied
but the reported study would add to the accretion of evidence
supporting the somewhat sinister claim that individual
values, as opposed to mere attitudes, must change with
ascent of the organizational ladder. In turn, the implications
of this in a society dominated by complex organizations
must extend beyond education administration and social
psychology into the domain of philosophy. Yet the philosophers
are rather curiously silent on the matter.

Towards Theory of Organizational Value

It can be granted that values are functions of the
personality. The above research also suggests that they
are functions of the environmental context. This context
is partly cultural and partly subcultural. An important
subcultural component is that represented by the complex
organization within which an individual performs his role
and lives out his life as an organizational member. When
this organizational life is viewed as social process it
has two dimensions, nomothetic and idiographic (Getzels,
Guba, 1957). If, further, we make use of Lewin's phenomeno-
logical terminology (1935) we can characterize the several
value experience and interaction situations as life-space,

social-space and organization-space. Fig.2 col.1 illustrates

Figure 2

	Selective System (1)	Types of Value (2)	Normative Criteria (3)
1.	Personality Structure	Charactero-logical	Integration – Self-fulfillment
2.	Personal Situation (Life Space)	Prudential	Maximization of Satisfaction
3.	Social Situation (Social Space)	Social Congenial	Group Equilibrium. Maximization of Group Satisfaction
4.	Organizational Situation. (Organization Space)	Organizational	Maintenance Exp nsion G al Accomplish-ment.

Idio-graphic (↓)   Nomo-thetic (↑)

the four categories of value selective and value formative
situations. The types of value appropriate to the several
situations are labelled in col.2. Col.3 suggests the possible
normative criteria in each category. By this is meant that
which constitutes the "good" or the desirable in the given
category. Or that which constitutes a rule for determining
legislation of one value over another.

The central problem of any theory of organizational value
must be to resolve the issue of legislation; that is, to
develop principles which are predictive of the resolution
of value conflict when organizational values contradict
individual values. Inasmuch and insofar as the nomothetic
principle must predominate in most issues of conflict (or
the individual must leave, or accommodate to, the organization)
we may be justified in assuming a disintegrative effect
on individual value orientations in general. Such an hypo-
thesis is not necessarily philosophical but perhaps rather
a proper question for investigation under the head of
social psychology of organizations.

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